



Olympian High School

"Where Champions are Made"

Course Syllabus

2015-2016

English 11

English 11

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Course Rationale:

The purpose of English 11 is to prepare students to read complex American texts with deep understanding of the historical, philosophical, political, and cultural assumptions that have influenced American authors. Students will learn to compose rhetorical compositions that analyze and synthesize information from these texts. Students will gain familiarity with a variety of rhetorical strategies by identifying and analyzing them in nonfictional and fictional works by American authors. As students read, they will consider the audience, purpose, theme, style, diction, structure, and literary elements of the quality literature selected for the course. As students write, they will move past the limitations of the five paragraph essay, discover new rhetorical structures for writing, extend their vocabulary, use appropriate and varied sentence structure, use parenthetical citation and cite using the Modern Language Association (MLA) conventions. Students will have many opportunities to examine the arguments presented in texts for credibility, fact and opinion, and fallacies. They will then move beyond this examination to analyze texts for evidence of the authors' philosophical and political assumptions. Students will learn to develop criteria for evaluation and apply these criteria to the texts of known authors, peers, and their own, personally written texts.

Pre-requisites:

Successful completion of English 7-10



Course Description:

All 11th grade students will be reading, writing, and discussing ethics throughout the year. This is the underlying theme for all assignments.

This course is taught chronologically, starting with the oldest American texts, Native American, and continuing through the Puritans, up until the present time. Using and practicing college-readiness skills, students examine the political, philosophical, cultural, and historical assumptions that influenced American texts and reflect upon how those assumptions remain an important influence on modern texts. Students compose a variety of texts: literary analysis, rhetorical précis, personal narrative, historical research, and responses to the Personal Statement prompts required for admission to any of the University of California campuses (see below). There is also a weekly vocabulary list and subsequent quiz designed to improve students' understanding of Greek, Latin, and Anglo-Saxon root words.

Reading

A critical component of this course is reading, both in and out of class. Students are expected to keep up with their reading in order to be prepared for class on a daily basis.

Time Management

Time management is of critical importance to success in this and every class. Students must switch off the television, shut down the video game, log off the social networking site, turn off the phone, and commit their careful attention to reading and writing on a nightly basis to succeed in this course.

UC Personal Statement

The UC Personal Statement, along with several other important assignments designed to help students with the school-to-college (or school-to-career) transition are placed in a **Junior College Readiness Portfolio**, which is to be presented by the student to his/her parents in a student-led conference held after school or in the evening during second semester.



Attendance:

Daily attendance is mandatory. **Students who do not attend almost every day of school often have failing grades.** Every effort must be made to schedule appointments, activities, and family vacations outside of school time.

In cases of excused absence, students will receive a number of days equivalent to the days of absence to make up all missed work. Students will be expected to remain current on all other coursework during this time.

Assignments missed as a result of truancy will receive a score of 'zero' and cannot be retaken.

Texts and Materials:

Holt Language and Literature
Fifth Course
Holt, Rinhart and Winston
Copyright 2003

In Class Readings: readings from
required and supplemental texts
plus selected, very short excerpts
from well-known authors.

College Preparation ~ “Habits of Mind” and “College Readiness Skills”

1. In order to prepare students for college, they are expected to use and improve in their Habits of Mind:

Metacognition, Intellectual Curiosity, Intellectual Perseverance

2. Students are expected to use and improve their College Readiness Skills:

Description, Summary, Relate and Apply, Analysis, Synthesis and Evaluation

3. Students are expected to know and use:

Pre-Reading Strategies, During-Reading Strategies, and Post-Reading Strategies



Student Expectations (Participation):

- ✓ A ½-inch three-ring binder with plenty of notebook paper must be brought to class each day. This binder is to be used ONLY for English.
- ✓ Each student will attend class daily and be prompt.
- ✓ Each student will TURN OFF all cell phones and other electronic devices. iPods, MP3 Players and other electronic devices are not permitted in class and will be confiscated.
- ✓ Each student will consistently bring materials and be prepared to contribute in a positive manner.
- ✓ Each student will complete assignments on time and contribute with relevant academic discourse.
- ✓ Each student will strive to integrate the Habits of Mind.
- ✓ Each student will demonstrate respect toward his/her classmates and teacher at all times.
- ✓ Each student will be in his/her seat before the tardy bell rings and begin the activity without prompting.
- ✓ It is the student's responsibility to request missed work, and work should be requested in advance if the student knows he/she is going to be absent.
- ✓ Each student receives 4 emergency bathroom passes at the start of each semester, to be used at the student's discretion.
- ✓ No passes may be issued or used in the first 10 minutes of a class period or the last 10 minutes of the class period.
- ✓ The use of any non-approved technology during an exam will result in a score of zero on the test.
- ✓ Late work may receive credit at the teacher's discretion.
- ✓ In conformity with the Olympian English PLC's tiered four-year model for student mastery, 11th grade English students may retake half of all summative tests.
- ✓ Retakes are not offered for formative quizzes.
- ✓ Citizenship Grade will be based on student self-assessment and teacher observations.



Homework Policy:

1. Homework is to practice and build understanding in order to increase student achievement.
2. Independent reading and study of vocabulary words is required nightly.
3. Homework will be assigned Monday-Friday. If it is not specifically assigned, a student should assume that day's homework is independent reading for thirty minutes.

Plagiarism and cheating

Plagiarism is the use of any or all of someone else's hard work, ideas, thoughts, creation, writing, music, art, photography, or personal expression of any kind. It is not ethical to plagiarize and any student who does so will receive a zero on the assignment that includes plagiarism.

- **Students who resort to cheating and/or plagiarism will receive serious consequences:**
 - **Referral to the assistant principal AND the counselor**
 - **A score of 'zero' on that assignment**
 - **An 'F' grade in citizenship on the following Progress Report**
 - **Parent-teacher conference**
 - **May include a suspension**
 - **Any consequences deemed necessary by all parties concerned.**

Assessments:

- ✓ **Formative Assessments:** The purpose of formative assessments is to provide feedback on student progress toward learning goals.
- ✓ **Summative Assessments:** Summative assessments are the most important grading category. They are an opportunity for students to demonstrate mastery of the skills and concepts practiced in class.
- ✓ **A final exam will be given at the end of first and second semesters. Each exam is 1-2 hours in length and counts for 10% of your final grade.**



Mastery Model:

Students may retake no more than half the summative tests offered each semester. In 11th grade, students may no longer retake formative tests. The hierarchy for Mastery Model retakes of English assessments at Olympian is as follows:

9th grade—Students may retake all formative and summative assessments.

10th grade—Students may retake all summative assessments.

11th grade—Students may retake 50% of the summative assessments.

12th grade—Students may retake no assessments.

Students will be required to complete all homework and attend tutoring prior to retaking a summative test. Students must complete the retake by a date established by the teacher.

Grades:

Formative work 10%

Homework

Class work

Other

Formative quizzes and assessments
and timed writings 20%

Independent Reading 10%

Summative Tests 50%

End-of-Unit Tests

In-class Essays

Major Essays with Revision

Final Exam 10%

Multiple Choice

Course will include but is not limited to instruction in the following:

Puritan literature

Captivity narratives

Autobiographies

Political documents

Poems

Philosophical essays

Romantic short stories

Realistic literature

Modern literature

Contemporary literature

Personal essays for University of California

Literary and rhetorical analysis

Résumé

College preparatory work and planning

MLA Format and Citations



Course Schedule: (Subject to change)

SEMESTER ONE

Week	Topic	Required Reading
1	Academic Literacy, Ethics	Handouts
2	Native American – Creation Myths	The Sky Tree, Coyote Finishes His Work, Cherokee Creation
3	Native American – Public Documents	The Iroquois Constitution
4	Puritan – Public Documents, Synthesis	The Mayflower Compact
5	Puritan – Personal Narrative,	A Narrative of the Captivity
6	Puritan – Code of Ethics	A Young Puritan's Code
7	Rationalism – Autobiography	The Autobiography of Benjamin Franklin
8	Rationalism – Public Documents	The Declaration of Independence
9	Rationalism – Public Documents	The U.S. Constitution
10	Romanticism – Short Story	The Devil and Tom Walker
11	Dark Romanticism – Short Story	The Pit and the Pendulum
12	Transcendentalism – Essay	From Nature, On Civil Disobedience, Self-Reliance
12	Realism – Autobiography	A Narrative of the Life of Frederick Douglass
13	Realism – Short Story	A Mystery of Heroism
14	Realism – Essay	The Lowest Animal
15	American Poetry Masters	Dickinson and Whitman
16	Personal Writing - Personal Narrative vs. Personal Essay	Sample personal writings
17	Conventions of English and Writer's Workshop	UC Personal Statements
18	Writer's Workshop and Review	UC Personal Statements
19	Finals week	

SEMESTER TWO

Semester two is similar in pacing to semester one, but includes several additional assignments to monitor and assist student planning for college.

